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Modern Forms of Interaction between Preschool Educational Institutions and Families

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ANNOTATION

The article deals with topical issues of updating the ways of interaction between the kindergarten and the family; principles are formulated and tasks of joint activity of kindergarten and family are defined; the analysis and systematization of organizational and managerial conditions for the implementation of the socialization-educational process was carried out.

KEYWORDS: state educational standards for preschool education, interaction between kindergarten and family, tasks and principles of interaction between kindergarten and family, management, organizational and managerial conditions.

At the heart of the interaction of **preschool educational institutions** and the family lies the cooperation of teachers and parents, which implies the equality of partners' positions, respect for each other of the interacting parties, taking into account individual capabilities and abilities. Cooperation implies not only mutual actions, but also mutual understanding, mutual respect, mutual trust, mutual knowledge, mutual influence. Active joint work of teachers and parents allows you to get to know each other better, helps to strengthen their relationship.

The main thing in the work of any **preschool educational institutions** are the preservation and strengthening of the physical and mental health of pupils, their creative and intellectual development, providing conditions for personal and harmonious growth. To achieve high efficiency of the educational and pedagogical process in **preschool educational institutions** , work with the parents of pupils is of great importance.

The problem of interaction between a preschool institution and the family today remains relevant, sometimes acquiring an exacerbated character. Difficulties in relations between families and educational institutions may be associated, for example, with a mismatch in mutual expectations, with the sometimes distrust of parents in educators. The misunderstanding between the family and the kindergarten falls heavily on the child. And we, teachers, very often experience great difficulties in communicating with parents due to the choice of the form of interaction.

Thus, there is a need for innovations in cooperation with parents. It is necessary to develop and implement a system of work for the active involvement of parents in the life of **preschool educational institutions** . All this allows us to consider work with parents as one of the problems of **preschool activities. educational institutions** at the present stage of modernization of the education system. In this regard, the issue of finding and implementing

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modern forms of interaction between a preschool institution and a family is one of the most relevant today.

Forms of interaction between the kindergarten and parents are ways of organizing their joint activities and communication. The main goal of all types of forms of interaction of **preschool educational institutions** *with families - establishing trusting relationships with children, parents and teachers, uniting them into one team, educating the need to share their problems with each other and solve them together.* Teachers are trying to make the most of the full pedagogical potential of traditional forms of interaction with the family and are looking for new, modern forms of cooperation with parents in accordance with the changing socio-political and economic conditions for the development of our country.

By building interaction with parents, it is possible to develop and use both traditional forms - these are parent meetings, lectures, workshops, and modern forms - oral journals, excursions, parent clubs, promotions, recreational activities, games, etc.

When planning this or that form of work, we, as teachers, always proceed from the concept of modern parents as modern people who are ready for learning, self-development and cooperation. With this in mind, the following requirements for the forms of interaction are preferable: ***originality, demand, interactivity.***

Recently, new, promising forms of cooperation have been outlined, which involve the involvement of parents in active participation, both in the pedagogical process and in the life of the kindergarten. In our kindergarten, we use a variety of modern forms of work with parents.

Forms of work with parents:

Traditional forms of organizing communication between teachers and parents

1. General parent meeting .

To acquaint parents with the essence of the priority direction of the preschool educational institution. Briefly and clearly describe the essence of the Program, according to which the institution works, the tasks facing it. You can acquaint parents with the results of the diagnosis of the mental development of children.

2. *Round table . about the problem of intellectual development of preschoolers.*

It is attended by a senior educator, psychologist, group educators and other specialists. Participants communicate freely with each other. Such meetings can be held in each of the age groups, putting emphasis on the tasks of the program on which the preschool educational institution works. It is advisable to use such methods as posing discussion questions, reports from specialists on the problem, sharing the experience of parents, and answering their questions from specialists. Here you can also show parents an open (or video) lesson with children, organize an exhibition of literature for children and parents on the problem.

3. Visual forms of work with parents include the preparation of memos, folders, folders, material on stands, photo exhibitions, etc. For example, you can prepare for parents in writing indicators of the mental development of children by age or offer visual material for the formation of memory, attention, imagination , thinking, as well as options for conducting didactic games with children.

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4. Consultations for parents can be oral and written, scheduled and unscheduled, i.e. spontaneously arising on the initiative of one of the parties. The topics of consultations are varied, for example, "Development of ideas about the environment", "Methods for obtaining knowledge by a child", "Development of children's initiative". Written (correspondence) consultations are convenient because the teacher has time to prepare to cover the problem, to identify the parents' needs for knowledge. So, a box or an envelope for parents' questions with a question mark depicted on it is being prepared, into which parents drop notes with questions. The teacher processes the "mail", prepares answers to questions of interest in various forms, for example, information on the stand "Consultation at your request", "We asked - we answer" or "Questions and Answers Evening".

5. Discussion on the problem of mental education of children.

It is good to have such a discussion with the parents of the preparatory group, inviting specialists in advance: primary school teachers, a psychologist, educators of the preparatory group. You can use methods such as posing controversial questions, familiarizing parents with the results of testing children, giving the floor to specialists, analyzing pedagogical situations.

6. Oral journals.

This form can be carried out regularly with given headings taking place in a given journal. For example, "Advice from a specialist", "It's interesting to know", "Children say", "What and how to take a child", etc.; headings are filled with pedagogical content on the topic. For example, advice can be given by a psychologist, physiologist, doctor and other specialists. The main thing is to make these meetings informal, but to interest parents, to answer their questions, not to get carried away with the theory of the question, but to present the material convincingly, accessible, based on their experience.

7. Individual forms include ***pedagogical conversations with parents***; it is one of the most accessible forms of establishing a connection with the family. A conversation can be both an independent form and used in combination with others, for example, it can be included in a meeting, visiting a family. The purpose of a pedagogical conversation is to exchange views on a particular issue; its feature is the active participation of both the educator and the parents. The conversation can arise spontaneously on the initiative of both parents and the teacher. The latter considers what questions he will ask the parents, informs the topic and asks them to prepare questions that they would like to receive an answer to. When planning the topics of conversations, one should strive to cover, if possible, all aspects of education. As a result of the conversation, parents should gain new knowledge on the education and upbringing of a preschooler.

The conversation begins with general questions, it is necessary to give facts that positively characterize the child. It is recommended to think in detail about its beginning, on which success and progress depend. The conversation is individual and addressed to specific people.

8. Thematic consultations are organized to answer all questions of interest to parents. Part of the consultation is devoted to the difficulties of raising children. They can also be conducted by specialists in general and special issues, for example, the development of a child’s musicality, the protection of his psyche, literacy, etc. Consultations are close to conversations, their main difference is that the latter provide for a dialogue, it is conducted by

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the organizer of the conversations. The teacher seeks to give parents qualified advice, to teach something. This form helps to get to know the life of the family more closely and provide assistance where it is most needed, encourages parents to seriously look at their children, to think about how best to educate them. The main purpose of the consultation is to make sure that parents can get support and advice in the kindergarten. There are also "absentee" consultations. A box (envelope) is being prepared for parents' questions. Reading the mail, the teacher can prepare a complete answer in advance, study the literature, consult with colleagues or redirect the question. This form received a response from parents. As our experience of conducting a "distance" consultation showed, parents asked a variety of questions that they did not want to talk about aloud.

9.Currently, ***non-traditional forms of communication with parents are especially popular with both teachers and parents***.

They are built according to the type of television and entertainment programs, games and are aimed at establishing informal contacts with parents.

Non-traditional forms of organizing communication between teachers and parents

NAME	What is the purpose of this form?	Forms of communication
Information - analytical	Identification of the interests, needs, requests of parents, the level of their pedagogical literacy.	Conducting sociological surveys, "Mailbox".
Leisure	Establishing emotional contact between teachers, parents, children.	Joint leisure activities, holidays, participation of parents and children in exhibitions.
cognitive	Familiarization of parents with the age and psychological characteristics of preschool children. Formation in parents of practical skills in raising children.	Workshops, pedagogical briefing, pedagogical lounge, holding meetings, non-traditional consultations, oral pedagogical magazines, games with pedagogical content, pedagogical library for parents.
Visually - informational: Information and familiarization, information and educational	Familiarization of parents with the work of a preschool institution, the peculiarities of raising children. Formation in parents of knowledge about the upbringing of the development of children.	Information brochures for parents, organization of open days, open classes and other activities for children, publication of newspapers, organization of mini-libraries.

One of the most common and interesting forms of information and analytical work is the "mailbox". This is a box or notebook in which parents can put notes with their ideas and suggestions, ask questions to specialists, the manager or the methodologist. The questions asked are covered at parent meetings or given by specialists in writing. This form of work allows parents to share their thoughts with the teacher and is effective when time constraints prevent the teacher from meeting with parents in person.

Another effective form of work with parents is a visual-informational one - **the Parents' Club.** Usually there are 4 club meetings per year. Meetings should be interesting to parents,

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not turn into boring lectures, so topics should always be chosen taking into account the wishes of parents (guided by the results of the survey). "The Magical World of Theatre", "How to Maintain Health", "Child from the point of view of astrology", "Adults through the eyes of a child" - these are some of the topics of the meetings. In addition, children can also take part in the meeting, it is necessary to include a practical part or a master class. In conclusion, each parent receives a memo on the topic.

Also, an information stand will tell parents about the life of the group , in which the most important events are reflected - holidays and entertainment, children's birthdays, hikes and excursions, meeting guests, interesting activities, competitions, products of collective children's creativity, children's compositions. If necessary, these stands can easily be turned into thematic ones: “What is safety?”, “Once again about the rights of the child”, etc.

One of the most traditional but effective cognitive forms of work the parent meeting remains with the family . However, from work experience we know that parents are reluctant to directly hold meetings in the form of reports and instructive conversations, which is quite understandable. We found a way out of this situation in changing the forms and methods of conducting. We tried to build communication not on a monologue, but on a dialogue. This approach required more thorough and lengthy preparation from teachers, but the result became more tangible. We hold meetings in the form of discussions, round tables, KVN, gatherings, etc. Often teachers use video recordings of children's activities, fragments of classes, competitive performances. That is why the percentage of attendance at meetings is quite high.

The most popular and favorite form of work for us as educators and parents is leisure. Here the opportunities for cooperation are most fully revealed. It has become a good tradition to hold annual recreational activities that do not depend on the season. In the course of the campaign "On nature", the purpose of which was, in cooperation with the family, to form in them a conscious attitude towards their health and the need for a healthy lifestyle. Also, every year, together with their children, parents take an active part in the sports holidays “Young Fighter's Course”, “All on the Ski Track”. Such events bring families together, provide an opportunity to look at each other in a new environment, strengthen cooperation between the family and the kindergarten. As a result of such holidays, newspapers, leaflets, photo albums are also issued.

Finishing the topic of leisure forms of interaction with parents, I would like to share such a form as an action. For example, during the “Clean Shovel” campaign, parents can get the opportunity to help build a winter town, communicate with each other, and see their child in communication with peers. This form of work has won success, parents willingly began to respond to various problems not only of the group, but also of the city. Action "Clean City" - its name is explained by the fact that along with the tasks that are solved in the course of well-known promotions, parents as participants are given the opportunity to set a personal example for the child of a positive attitude towards nature.

In conclusion, I would like to emphasize once again that the family and the preschool institution are two important social institutions for the socialization of the child. Without parental participation, the upbringing process is impossible, or at least incomplete. The experience of working with parents has shown that as a result of the use of modern forms of interaction, the position of parents has become more flexible. Now they are not spectators and

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observers, but active participants in the life of their child. Such changes allow us to talk about the effectiveness of using modern forms in working with parents.

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